**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 5 Week 4 Story Title: Jalapeno Bagels**

**Monday**- Use TE DI -32- 1) Preteach Phonics- More Spellings of /o/. Write *fall.* Say: *The vowel sound in fall can be spelled in different ways.* Model blending fall. Then have students blend fall together. Ask: *What letter stands for /o/ in ball? (a)* Repeat process with haunt, jaw, & walk. Then write *taught & bought.* Explain that the letters augh & ough can also have the vowel sound /o/. Model blending taught & bought. Then have students blend them together. 2) Preview Decodable Reader 24: *Daughters and Moms-* Read/discuss words: Review the words on Decodable Reader pg 65; blend the following story words: bedtimes, disagree, balked, awful, weekends, & oatmeal. Discuss the meaning of the words, too. 3) Preview Decodable Reader 24 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 24 orally to the students for fluency.

**Tuesday**- Use TE DI-34- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: bakery, batch, boils, braided, dough, ingredients, knead, & mixture. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *slotted* & model how to use meaningful word parts to read it. Say:  *First I look for meaningful parts. If I see a part I know, like “ed” or “ing”, then I look for a base word. I see “ed”, & I see the base word slot. The final “t” was doubled when “ed” was added. I say the parts of the word: slot ted. Then I read the word: slotted.* Continue with words: international, whatever, turnovers, spooning, customers, pumpernickel, cigarlike, overlapping, & quantities. 3) Choral/Echo read typed version of Decodable Reader 24 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-36, pgs 227&183- 1) Target Skill-Draw Conclusions- Discuss the meaning, examples, & clue words from pg TE DI-36 & pg 220 & 227. 2) Target Strategy-Summarize- review pg 220. Also reread pg 231 to review Summarize. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 24- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 24- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.